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VI. Study of construction and design in wood. (1) Limitations resulting from structure of material. (2) Methods of construction best adapted to various purposes. (3) Beauty due largely to correct proportion and construction. (4) Kinds of wood best suited to various purposes.

VII. Ornament in woodwork. (1) Use of ornament. (2) The problem of suiting the ornament to the material, function, and construction of the object to be decorated. (3) Practice in decorative designing, in wood-carving, staining, and marquetry.

## MUSIC.

ELEANOR SMITH.

NOTE. — Owing to Miss Smith's absence from the country, it is not possible to print the syllabus of her course. Her course will include, however, actual training in singing and a theoretical review of the field of school music; a critical study of songs; interval work; sight-singing; part-singing; grading of songs; and voice-training.

## PHYSICAL TRAINING.<sup>1</sup>

CARL J. KROH.

COURSES X AND XI. THEORY AND PRACTICE OF SCHOOL GYMNASTICS.

COURSES in general gymnastics, with especial reference to the class aims embodied in the general scheme of gymnastics in the School of Education. The correlation of gymnastics, of free exercises, and forms of apparatus gymnastics. The study of purposive and effective training on the basis of gymnastic knowledge derived from the study of the structure and functions of the human body. The interpretation of individual needs and qualifications. The application of gymnastic principles to school recreation; the direction of plays, sports, and games.

### SYNOPSIS.

1. Scope and spirit of physical training as an educational discipline: Nature of physical training and its effects on the body, the will, and intelligence. The physiology of symmetry, form, and balance. General and specific considerations in a scheme of graduated school gymnastics.

2. Relations of anatomy and physiology: The tissues and their development. Organs and functions. Form, structure, use. Osteology; origin and growth of bones. Divisions of skeleton. Names and description of bones.

<sup>1</sup>It is not possible to print the syllabi of Courses 13, 14, and 15, but the courses will be given as announced.

Elevations, depressions, perforations. Periosteum, blood vessels, cartilage. Articulations and classification of joints and bones. Form and extent of movement. Union of muscle and bone.

3. Myology: Classification of muscles; structure, form. Contraction, relaxation. The relation of nerve and muscle. Location of muscles; origin, insertion; mode and extent of action.

4. Physiology of nerves, of circulation and respiration: (See Courses 1 and 12, Department of Physiology.) Interpretation of effects of ordered procedure in gymnastic training on structure, function of organs, health. Tests for heart and lung conditions.

5. Instruction, training: Distinctions between healthful, orderly, and pleasurable gymnastic training, formal drill, and mere pleasurable activity for the sake of recreation. Concentration of mind upon purposive action, contrasted with mere spontaneous and involuntary play-action. General effects of systematic gymnastic training upon school work, in comparisons of group or class work, in general movement, control, and attention. Suggested appropriate and interdicted forms of exercise for school and home practice.

#### GYMNASIUM WORK.

(Supplementary to Course 10.)

*Tactics.*—Economy of movement; co-operation for definite purposes in gymnastic work and play. Orders of formations, re-formations, and transformations, involving massing, distancing, and evasion, by stepping, marching, halting, and turning, according to fundamental rules.

*Free exercises.*—Emphasis of distinct and progressive grade aims. Factors determinative in a selection of exercises; modifications of orders, form and kind—construction; appropriate demands in co-ordinate activities. Importance of movement-forms occurring in forms of applied gymnastics. Systematic practice of typical running and springing exercises, preparatory to elementary apparatus and field work. Movements and exercises in kneeling, sitting, lying, and stem-supporting positions. Tacto-gymnastic exercises. Dancing calisthenics.

*Applied resistance.*—Specific dumb-bell and wand exercises; extension exercises with elastic bands; use of balls, sacks, etc.; pole and ring exercises; Indian club-swinging exercises.

*Elementary apparatus gymnastics.*—Practical equipments. Methods of class work; group work. Gradation of pupils. Development of jumping, vaulting, and climbing exercises; uses of jumping apparatus, vaulting machines, vertical and slant ropes and poles; horizontal, slant, and vertical ladders, bars, etc.

*School and field games.*—Active, passive, and rest games. Games for the promotion of heart and lung action; active outdoor running games requiring most physical activity. Gymnastic plays for the cultivation of

the play-spirit; pleasure in moderate action; short competitive games. Games requiring superior physical and mental qualities; the exercise of skill, dexterity, the qualities of endurance.

#### COURSE XII. GENERAL AND APPLIED GYMNASTICS—ADVANCED COURSE.

The application of the results of scientific investigation to the needs of the normal body. The pedagogy of gymnastic instruction. The processes involved in progressive gymnastic development, and the methods for reinforcing progress; sequential order and construction in advanced work; the technique of execution, form.

The correlation of school gymnastics with school work in general. Organization, direction; co-operation of teachers. School plans, involving progressive aims from the kindergarten through the high school. Practical school anthropometry, including physical tests, measurements, and inquiries to determine condition. The adaptation of developmental measures to class and group work and in individual treatment. The adaptation of typical sports and games. The regulation of organized recreation in play-grounds. School field days. Planning of indoor and outdoor gymnasia. Presentation of a year's gymnastic curriculum.

#### PRACTICE.

This course will present a survey of progressively arranged material under the following heads of general gymnastics: (1) tactics; (2) free gymnastics; (3) light gymnastics—hand apparatus; (4) apparatus gymnastics; (5) games, plays, sports; antagonistics; (6) athletics; (7) special work—fencing, etc.; (8) remedial work.

Under "tactics" is included a study of the relative positions and movements of the individual and the group; the composition of gymnastic marches and roundel figures.

In free exercises and tacto-gymnastics, as well as in apparatus gymnastics, the German method of conducting class and group work will be illustrated.

The development of the higher organized gymnastic games, with especial reference to their adaptability to all grades, will form a part of the regular program.

Athletics, outdoor exercises, field sports, antagonistics, will be considered with reference to their legitimate uses on the school grounds.

Defensive exercises, as fencing and boxing, preparatory to special practice, are included under (1), (2), and (3).

Work designated assistive, resistive, co-operative, as physical work without apparatus, implies the reliance of gymnasts upon each other in the execution of exercises, assistance or resistance being required of one or the other, or several, according to the purpose intended. The substitution of pupils in lieu of gymnastic apparatus includes work under this head.

Æsthetic, "artistic," gymnastics find their highest expression in gymnastic compositions and "roundels," suggestive of interesting "themes." They include tactics and activities illustrative of definite gymnastic thought, generally accompanied by music or singing.

Fancy steps are derivations of the forms of exercise occurring under (1) and (2), with rhythmic changes in execution. In their execution the body as a whole participates, as in walking, gliding, skipping, hopping, bounding, etc. They are considered in their regular place in the order of adaptations.

Remedial work, a special form of work, is applied to defective and nervous children. As corrective work, it includes work for most ordinary defects superinduced by forced durance in schools, etc. It consists of movements, free exercises, standing, sitting, lying; of assistive and resistive work, carefully adapted and prescribed with reference to individual needs.

The psycho-physiological order and pedagogical values of the work will be discussed, and, in a measure, ascertained through demonstrations in class work. The study of new and complete co-ordination problems occurring in advanced free and light gymnastics, as well as apparatus work, will be based on the orders determined in these demonstrations.

#### FUNDAMENTAL GYMNASTICS.

A preparatory course for primary and grammar teachers, presenting the fundamental principles of educational gymnastics.

Order, analysis, and technique of free exercises. Methods of instruction. Adaptation of training to independent formulation of work outlines. Gymnasium practice in tactics, tacto-gymnastics, and free exercises, and the simpler organized games and plays for indoor and outdoor recreation.

#### SYNOPSIS OF DISCUSSIONS AND PRACTICAL WORK.

*Discussions.*—1. The educational and hygienic aims of gymnastics. Free movement-exercises—an efficient means of thorough physical training; fundamental to all gymnastic procedure.

2. Growth and development during the school age. Postural and movement characteristics and tendencies. Analysis.

3. Ordered procedure in the cultivation of movement concepts. The selection of appropriate forms of exercise; the development of typical, and use of auxiliary, forms. Methods of progress, as determined in perceptible results. Estimates of condition, energy, control, skill. Age; sex; temperament.

4. Survey and valuations of gymnastic material; adaptation to the various ages.

*Practical work.*—1. Individual, group, and class practice in gymnastic tactics, to facilitate quick and concerted action. Modes of movement in and from place. Alignments, step, rhythm, etc.

2. Order of movement-forms, and exercises in free gymnastics, constituting regular lesson-orders. Construction, adaptation. Mechanical laws governing positions, equilibrium; gradation of muscular resistance in motion and locomotion. Weight, force, space, etc. Movement analysis.

3. Plays and games based on sense-perceptions; for lowering reaction-time between definite perceptions and actions: for ability to recognize advantages, and to follow most practical procedure—reaction of one of several sense-perceptions through most practical action suggested. Games requiring quick discernment, judgment, action. Characteristic school games for boys and girls.

4. Study of statistics of standards of physical development; application to school needs.

#### MODEL-SCHOOL COURSE.

The grammar-grade work will embrace free-standing exercises, illustrating the different methods of gymnastic development. Appropriate procedures with references to demands, as warranted by the pupil's proficiency and power to follow gymnastic development, will be a distinct feature of the series.

The gymnasium work will be characteristic of work for boys as well as girls, and of work adapted to mixed classes. It will include free-standing, marching, and running exercises; ditto with use of hand apparatus, as poles, wands, dumb-bells, Indian clubs, sacks, etc.; also elementary-school gymnastics on apparatus, ladders, poles, rings, bars, etc.; the development of jumping and vaulting exercises on vaulting apparatus. Lessons in the gymnasium conclude with appropriate games and plays.

#### SPECIAL.

Teachers merely in quest of personal improvement and recreation, who wish to avail themselves of the opportunities

offered in part periods of the supplementary and advanced courses, have the privilege of forming special groups, and thus entering into the active physical training and recreative work of these courses. Ladies are required to wear the regulation gymnasium costume, blouse and divided skirt (dark flannel preferred). All participants, including pupils, must be provided with gymnasium slippers.

#### REFERENCES.

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## PLAYS AND GAMES.

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## FRENCH.

LORLEY A. ASHLÉMAN.

COURSES I AND II. THE PEDAGOGY OF TEACHING FRENCH.<sup>1</sup>

THE discussions in these courses will be based upon a close observation of the child's life, and of his interest in his games,

<sup>1</sup> These courses are given as majors during the first and second terms, instead of minors during the second term, as was announced.